

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium) funding for the **2022 to 2023** academic year, to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grosvenor Road Primary
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 1 st year review
Statement authorised by	Mr Pridden Headteacher
Pupil premium lead	Mrs Peacock Deputy Headteacher
Chair of Governors	Mr Wilson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,875
Recovery premium funding allocation this academic year (NTP School Led Tutoring)	£27,503
Pupil premium funding carried forward from previous years (<u>enter £0 if not applicable</u>)	£0
Total budget for this academic year	£242,378

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak Language and Communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These

	<p>are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Aut 2022 across EYFS, 17 Nursery & 59 Reception pupils have been identified as requiring SALT enhanced services intervention</p> <p>Assessments Rec to Y6 indicate that 17% of disadvantaged pupils require support - individual Speech and Language Programmes and Blank Level Intervention</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas</p> <p>On entry assessment data for Nursery Sept 2022 intake indicates that only 31% pupils have age-appropriate language acquisition (Well-Comm) and only 25% pupils are at age-related expectation in the Prime Areas.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Summer 2022 Y1 Phonic Screener results: disadvantaged / non-disadvantaged gap = -33%</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>Summer 2022 Y1-6 Writing Assessment: disadvantaged / non-disadvantaged gap = -16%</p>
5	<p>Our Boxall assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during and following the pandemic. 31 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 16 (7 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>In 2021-22 Academic Year 34% of disadvantaged pupils have been 'persistently absent' compared to 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no greater than 12% higher than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£133,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p>Purchase of NFER Standardised Tests Reading, Writing & GPS Y1 – Y5</p> <p>CPD to ensure assessments are administered and interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p> <p>CPD to support curriculum review by all subject leaders CPD to support high quality teaching and learning CPD to build on teacher expertise in purposeful use of assessment</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides 	<p>1, 2, 3, 4</p>

	<p>an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF <u>‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’</u> summarises the evidence for teachers.</p>	
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p>Purchase of resources and funding of on-going staff training (Elklan) and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p><i>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</i></p> <p>Purchase of Word Aware Programme, Whole Staff CPD and supporting resources</p> <p>Ongoing S&L CPD – Teachers & TAs</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <p>The EEF Toolkit and guidance reports. The EEF’s <u>‘Effective Professional Development’</u> guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as <u>‘Considering a balanced design’</u>, and more here.</p>	1, 2,
<p><i>Embedding of <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2 3

Little Wandle ongoing CPD	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£66,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy into the Enhanced SALT SLA to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Y1,2&3 keep up groups and targeted 1:1 sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p><i>One to one and small group tuition</i></p> <p>Additional teacher support: Y2,3&4 targeted groups and 1:1tuition for catch up in Phonics, Reading and Writing</p>	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those	3, 4

	<p>delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <p>The EEF Toolkit has a strand on <u>one to one tuition</u> and <u>small group tuition</u>.</p>	
<p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> <p>NTP – School-led Tutoring: Y2&3 targeted groups in Reading, Writing and Maths; Y2 1:1 tuition in Phonics keep up</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£43,078**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>SEMH support including: 1:1 support sessions - HLTA 1:1 targeted intervention Nurture group provision – Y1 to Y6 Whole staff CPD – Emotionally Friendly Schools</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these</p>	5, 6

	<p>choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on <u>Improving Social and Emotional Learning in Primary Schools</u> includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on <u>social and emotional learning and behaviour interventions</u></p>	
<p><i>Communicating with and supporting parents</i></p> <p>Increase parental engagement: Parent workshop sessions - EYFS reading, phonics, mathematics, stay & play</p> <p>Parent workshops / information sessions – Esafety, Y6 SATs, Y4 MTC</p> <p>LKS2 Parent assemblies / interactive sessions</p> <p>Parent Teacher Association / parent voice questionnaire</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on <u>parental engagement</u>. The EEF guidance report on <u>'Working with Parents to Support Children's Learning'</u> offers practical approaches and insights for communicating and supporting parents. 	5, 6
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours,	All

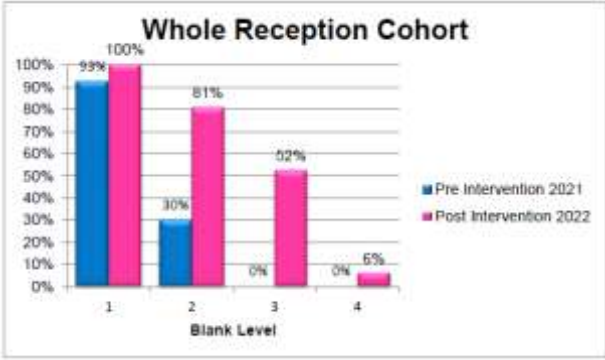
	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £242,378

Part B: Review of outcomes in the previous academic year (2021/2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria															
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p style="text-align: center;">TALC RESULTS – GROSVENOR ROAD PRIMARY SCHOOL Reception Cohort</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Whole Reception Cohort TALC Results</caption> <thead> <tr> <th>Blank Level</th> <th>Pre Intervention 2021</th> <th>Post Intervention 2022</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>99%</td> <td>100%</td> </tr> <tr> <td>2</td> <td>30%</td> <td>81%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>52%</td> </tr> <tr> <td>4</td> <td>0%</td> <td>6%</td> </tr> </tbody> </table>	Blank Level	Pre Intervention 2021	Post Intervention 2022	1	99%	100%	2	30%	81%	3	0%	52%	4	0%	6%
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Due to temporary suspension of after school clubs (due to Covid-19 restrictions) 2021-22 data is unavailable.</p>						
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 13% higher than their peers. <p>511 pupils R-Y6 2021-22 Attendance gap between disad / non-disadv. = 3%</p> <p>511 pupils R-Y6 2021-22 Persistent absence ALL pupils – 23% Disadv pupils (198) – 34% Non-Disadv pupils (313) – 16% Disadv / Non-Disadv gap = +18%</p>						

Externally provided programmes

Programme	Provider
Floppy's phonics	Oxford University Press
Oxford Owl Letters and sounds e-library	Oxford University Press
Zip Phonics	Reading Wise
Reading wise Vocabulary	Reading Wise
TT Rockstars	Maths Circle
RM Easimaths	RM Education
LBQ	Learning By Questions
White Rose Maths	White Rose
Oak National Academy	Oak National Academy
Oxford Owl e-library	Oxford University Press
Word Aware	Routledge / Salford SALT
Little Wandle	